



1. THE STORY OF DRACULA

Read and listen to the story of Dracula (track 1).

Our story begins in 1842, when Jonathan Harker, a young lawyer, travels by train to Transylvania. He is on his way to take documents to Count Dracula, who has bought a house in England. Count Dracula is a mysterious, rich man, who lives in a castle, high up in the mountains. He has been encouraged to do business with Count Dracula by his clever and very attractive fiancée, Mina Murray, who he has left behind in England. Jonathan has heard wolves howling and strange stories about vampires, but doesn't believe them.

When Jonathan arrives he is welcomed into the castle by Dracula and offered food and wine, which he refuses. Jonathan gives Dracula the documents to sign. Dracula sees Jonathan's picture of Mina and is very interested in her. He encourages Jonathan to write a letter, which he dictates, explaining that Jonathan will stay at the castle for one month. Jonathan discovers that Dracula has no reflection in the mirror and that he doesn't like crucifixes. When Dracula leaves Jonathan for the night, some vampires come into the room and fight over him. Dracula returns and makes them leave. After he has gone Jonathan discovers that his door is locked and that Dracula has taken the photo of Mina. He is very worried for her safety.

Dracula goes to England to find Mina Murray. He meets her on a London street and introduces himself as 'Prince Vlad', from Transylvania. Mina is very worried about the letter she has received from Jonathan, as she doesn't believe that he wrote it. Dracula tells her not to worry and she starts to fall under his spell. He convinces her that she loves him and they go back to Transylvania.

Jonathan escapes from Dracula's castle and rushes back to London, only to find Mina missing. He goes to a scientist, Van Helsing, to help him find her. Van Helsing studies animals and rodents, but is an expert in supernatural creatures. When Jonathan describes Dracula to him, he realises that Count Dracula is a vampire. They race to Transylvania to try to save Mina before she drinks blood and is transformed into a vampire, too.

When Mina gets to his castle, Dracula gives her a glass of 'blood-red strawberry juice' to drink. When Jonathan arrives at the castle, he accidentally drinks a glass, too. Only Van Helsing can save the day - he has a plan; the only thing that can stop a vampire... but what is his plan... will it work and is it too late...?





1. THE STORY OF DRACULA

Teaching notes

Time

20–30 minutes

Level

Easy

Skills Focus

Listening and reading (possibly speaking).

Aim

To familiarise the student with the story of *Dracula*. Also an opportunity for the students to learn any new vocabulary.

Suggested pre/post activity

Ask the students what they already know about Dracula. Ask them to think about what will happen in the story and how they think it will end. After reading the synopsis of the play, ask them if they are surprised by what happened or if it was what they had expected.





2. TRUE OR FALSE

Read and listen to 'The Story of Dracula' (Activity 1) then decide if the sentences are true or false. If you think a sentence is false write the correct version below.

1. Jonathan goes to Transylvania to buy Count Dracula's Castle. T F

2. Count Dracula's castle is in the mountains. T F

3. Count Dracula is not pleased when Jonathan arrives. T F

4. Jonathan's fiancée, Mina, is very clever. T F

5. Dracula goes to London disguised as the handsome, young 'Prince Vlad'. T F

6. 'Prince Vlad finds Mina sitting in the park. T F

7. Mina is very happy to receive Jonathan's letter. T F

8. When Jonathan returns to England, Mina has disappeared. T F

9. Mina refuses to drink anything that Dracula gives her. T F

10. Van Helsing and Jonathan return to Transylvania to rescue Mina. T F





2. TRUE OR FALSE

Teaching notes

Time

20–30 minutes

Level

Easy

Skills Focus

Writing, listening and reading (possibly speaking).

Aim

To test the students comprehension of the synopsis of the play. Could be used as an opportunity for the students to work in pairs to discuss the correct answers.

Suggested pre/post activity

Ask the students as a group to decide if sentence one is correct. Then correct the sentence together on the board. After the activity let the students take turn to write corrected sentences on the board. If there are errors in their work allow their class-mates help correct them.

Answers

1. False. Jonathan goes to Transylvania to take documents to Count Dracula.
2. True. Count Dracula's castle is in the mountains.
3. False. Count Dracula is pleased when Jonathan arrives.
4. True. Jonathan's fiancée, Mina, is very clever.
5. True. Dracula goes to London disguised as the handsome, young 'Prince Vlad'.
6. False. 'Prince Vlad finds Mina on a London Street.
7. False. Mina is very worried when she receives Jonathan's letter.
8. True. When Jonathan returns to England, Mina has disappeared.
9. False. Mina drinks the 'blood-red strawberry juice' that Dracula gives her.
10. True. Van Helsing and Jonathan return to Transylvania to rescue Mina.





3. STORY ORDER

Read and listen to 'The Story of Dracula' then put the events of the story in the correct order.

- ___ a. Mina reads Jonathan's letter.
- ___ b. Dracula locks Jonathan into his room at the castle.
- ___ c. "Prince Vlad" meets Mina in London.
- ___ d. Jonathan arrives at Dracula's Castle.
- ___ e. Jonathan travels to Transylvania, by train.
- ___ f. Jonathan gives Count Dracula some official documents to sign.
- ___ g. Jonathan and Van Helsing return to Transylvania.
- ___ h. Dracula sees Mina's photo for the first time.
- ___ i. Jonathan writes the letter to Mina.
- ___ j. Jonathan tells Van Helsing about Count Dracula.

Write the correct order below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____





3. STORY ORDER

Teaching notes

Time

15–20 minutes

Level

Easy

Skills Focus

Reading (possibly speaking).

Aim

Comprehension. To make students consider the sequence of events in the play in a logical order.

Variation

This activity could be made into a competition for small groups. Before the class cut the sentences into ten strips each containing one of the sentences from activity three. Give each small group a set of the ten sentences and tell them to put them in the correct order. The teacher should move around the classroom checking to see who gets the correct order first. This activity is great as a fun group activity.

Answers

- a. 5
- b. 4
- c. 6
- d. 8
- e. 9
- f. 2
- g. 1
- h. 3
- i. 10
- j. 7





4. ADJECTIVES

First match the adjectives in column A with the opposite adjectives in column B.

e.g. unlucky (A1) → lucky (B3)

	A	B
1	unlucky	short
2	empty	beautiful
3	happy	lucky
4	normal	bad
5	safe	nice
6	good	full
7	ugly	sad
8	horrible	rude
9	long	strange
10	polite	dangerous

Now complete the conversation between Dracula (D) and Mina (M) using adjectives from column B. Then read part of scene three to discover if you have guessed correctly.

M: The British museum is _____ of British culture and British customs! Good day to you, sir.

D: I am sorry. I have offended you. Good day.

M: No sir, forgive me. I am _____ and I have offended you. I am sorry it's just that I have received some _____ news and I am _____. You see, I'm not accustomed to talking to _____ men in the street. Usually, I am with my boyfriend, but he...

D: Yes? Where is your boyfriend? How can he let a _____ woman like you walk alone on the _____ streets of London?

M: He is in Transylvania. He has travelled to Transylvania to do business with a Count.

D: What a coincidence! I am from Transylvania. Let me introduce myself. I am Prince Vlad.

M: Goodness! A prince!

D: And I am your humble servant, Madam...?

M: Miss. Miss Mina Murray, at your service, Prince. Please let me compensate for my bad manners by showing you around the British Museum. There are so many things to see, and I'm sure you will like it. I can be your guide.

D: How _____, and such a pretty guide. Your boyfriend is a very _____ man.

M: Yes, but I am worried about him. He has written me a very strange letter, and I think he may be in danger.

D: In danger! Why?

M: Well, his letter is very ----- and he has met a very strange man who he seems to like a lot.





4. ADJECTIVES

Teaching notes

Time

20–30 minutes

Level

Medium

Skills Focus

Vocabulary

Aim

To extend the students' vocabulary and consider the position of adjectives in the sentences.

Extension Activity

Ask the students to work in pairs to choose another ten adjectives from anywhere in the script. The students then put the adjectives into column A. Now the students find out the opposite adjectives and put them into column B, in a random order. The students then exchange papers and try to match each adjective to its opposite adjective.

Answers

unlucky - lucky

empty - full

happy - sad

normal - strange

safe - dangerous

good - bad

ugly - beautiful

horrible - nice

long - short

polite - rude

M: The British museum is **full** of British culture and British customs! Good day to you, sir.

D: I am sorry. I have offended you. Good day.

M: No sir, forgive me. I am **rude** and I have offended you. I am sorry it's just that I have received some **bad** news and I am **sad**. You see, I'm not accustomed to talking to **strange** men in the street. Usually, I am with my boyfriend, but he...

D: Yes? Where is your boyfriend? How can he let a **beautiful** woman like you walk alone on the **dangerous** streets of London?

M: He is in Transylvania. He has travelled to Transylvania to do business with a Count.

D: What a coincidence! I am from Transylvania. Let me introduce myself. I am Prince Vlad.

M: Goodness! A prince!

D: And I am your humble servant, Madam....?

M: Miss. Miss Mina Murray, at your service, Prince. Please let me compensate for my bad manners by showing you around the British Museum. There are so many things to see, and I'm sure you will like it. I can be your guide.

D: How **nice**, and such a pretty guide. Your boyfriend is a very **lucky** man.

M: Yes, but I am worried about him. He has written me a very strange letter, and I think he may be in danger.

D: In danger! Why?

M: Well, his letter is very **short** and he has met a very strange man who he seems to like a lot.





5. THE CHARACTERS

Read and listen to these descriptions of the characters in *Dracula*. Use the information to help you with the exercise below, then listen to see if your answers are correct.

Count Dracula

Count Dracula is from Transylvania. He lives in a castle high up in the mountains. He is a vampire who drinks blood and has no reflection in the mirror. He is tall and slim with very white skin. He has long, pointed teeth and blue eyes. He wears a long, black and red cape and he loves opera. He buys a house in England and uses the services of Jonathan Harker. He falls in love with Jonathan's fiancée, Mina Murray, and takes her home to Transylvania.

Jonathan Harker

Jonathan Harker is a young lawyer, who goes to Transylvania to sell a house to Count Dracula. He is young and naïve. Harker becomes a prisoner in Dracula's castle. When he realises that Dracula has taken the photo of his fiancée, Mina Murray, he worries about her and escapes. He goes to Van Helsing to ask for help when he discovers she is missing.

Mina Murray

Mina Murray is Jonathan Harker's fiancée. Mina is an attractive, young woman and men are attracted to her. She is also very clever. She encourages Jonathan to go to Transylvania as she thinks Count Dracula could be an important client for Jonathan. She is worried when she receives Jonathan's letter as she realises it was not written by him. She falls in love with Count Dracula.

Van Helsing

Van Helsing is a scientist. He studies animals and rodents, but his speciality is bats. He is an expert on supernatural creatures like vampires and werewolves. He realises that Count Dracula is a vampire and agrees to travel to Transylvania to help Jonathan rescue Mina.





5B. WHO SAID THAT?

Decide who you think says each sentence. Use the information above to help you. Each character says two sentences. Now listen to the sentences. Were you right?

Dracula Mina Jonathan Van Helsing

1. _____ “I’m just a sweet, blood-sucking vampire from Transylvania.”
2. _____ “I have business with Count Dracula.”
3. _____ “After all, everything has a logical explanation.”
4. _____ “He has written me a very strange letter and I think he may be in trouble.”
5. _____ “Forget about Jonathan.”
6. _____ “I love him, I think, or at least I did before I met you”
7. _____ “He’s taken my photo of Mina!”
8. _____ “There are many ways to kill the beasts of the night.”





5. THE CHARACTERS AND WHO SAID THAT?

Teaching notes

Time

30–40 minutes

Level

Easy

Skills Focus

Reading and listening (possibly speaking).

Aim

To familiarize the student with the characters in *Dracula*.

Suggested pre/post activity

Ask the students what they already know about the characters in *Dracula*. Ask them what they think they look like or what clothes they wear. After the activity ask them who their favourite character is and why. Ask them who they didn't like and why.

Answers

Who Said That?

1. "I'm just a sweet, blood-sucking vampire from Transylvania." Dracula
2. "I have business with Count Dracula." Jonathan
3. "After all, everything has a logical explanation." Van Helsing
4. "He has written me a very strange letter and I think he may be in trouble." Mina
5. "Forget about Jonathan." Dracula
6. "I love him, I think, or at least I did before I met you." Mina
7. "He's taken my photo of Mina!" Jonathan
8. "There are many ways to kill the beasts of the night." Van Helsing





6. VERBS IN THE PAST SIMPLE

Look at the verbs below. What is their form in the past simple? Are they regular or irregular?

- | | |
|-----------------|----------------|
| 1. touch _____ | 6. offer _____ |
| 2. escape _____ | 7. pull _____ |
| 3. try _____ | 8. lick _____ |
| 4. come _____ | 9. be _____ |
| 5. resist _____ | 10. burn _____ |

Complete the conversation between Jonathan (J) and Van Helsing (VH) using the past simple of the verbs above. You will need to use two of the verbs twice and one of the verbs three times. Now read and listen to scene four of the script to find out if you have guessed correctly.

J: Well, he _____ me a very strange red drink.

VH: A strange red drink.

J: And he _____ the blood off my razor.

VH: He _____ the blood off your razor.

J: And when he _____ my crucifix he _____ himself.

VH: He _____ himself.

J: Doctor, are you going to repeat everything I say?

VH: Am I going to repeat everything...? No, Jonathan, no! The picture is becoming clearer. Tell me, _____ there anyone else in the castle? Did you see any other people?

J: Yes, two very strange people _____ to my room at night and _____ to attack me in the dark.

VH: What did they do?

J: They _____ me from left to right and from right to left and they _____ to bite my neck and, worse of all they _____ to kiss me! But I _____ and finally _____ and here I am and now I find that Mina has gone off to Transylvania with a very strange Prince. Oh, no! Doctor, do you think..?

VH: Yes, I do. I am sure. There is no doubt in my mind. That Prince is Count Dracula.





6. VERBS IN THE PAST SIMPLE

Teaching notes

Time

20–30 minutes

Level

Medium

Skills Focus

Grammar activity. Listening, reading (possibly speaking).

Aim

To practice the past simple

Suggested pre/post activity

Ask the students to pick out the regular verbs in the list below and to put the *-ed* endings into three lists depending on the sound /t/, /d/ and /id/.

/t/	/d/	/id/
escaped	touched	resisted
licked	tried	
burned	offered	
	pulled	

Explain to the students that all regular verbs in English end in one of these three sounds. Now ask them to find three more regular verbs in the past for each sound. They can either use the script of *Dracula* or discover their own verbs.

Answers

1. touched
2. escaped
3. tried
4. came
5. resisted
6. offered
7. pulled
8. licked
9. was/were
10. burned

J: Well, he **offered** me a very strange red drink.

VH: A strange red drink.

J: And he **licked** the blood off my razor.

VH: He **licked** the blood off your razor.

J: And when he **touched** my crucifix he **burned** himself.

VH: He **burned** himself.

J: Doctor, are you going to repeat everything I say?

VH: Am I going to repeat everything...? No, Jonathan, no! The picture is becoming clearer. Tell me; **was** there anyone else in the castle? Did you see any other people?

J: Yes, two very strange people **came** to my room at night and **tried** to attack me in the dark.

VH: What did they do?

J: They **pulled** me from left to right and from right to left and they **tried** to bite my neck and, worse of all they **tried** to kiss me! But I **resisted** and finally **escaped** and here I am and now I find that Mina has gone off to Transylvania with a very strange Prince. Oh, no! Doctor, do you think..?

VH: Yes, I do. I am sure. There is no doubt in my mind. That Prince is Count Dracula.





7. PAIR WORK

Separate the text into two parts and with a partner practise asking questions and giving answers.

First fill in the second gap in each exercise with the questions you are going to ask.

e.g. When was Bram Stoker born?

Now ask your questions to your partner and fill in the first gap in each question.

Bram Stoker

1. Bram (Abraham) Stoker was born on November 8th, _____.
Q. When _____?
2. He was born in Dublin.
3. When he was a child his mother told him a lot of _____ stories.
Q. What _____?
4. Stoker studied mathematics at Trinity College, Dublin.
5. He moved to _____ in 1878.
Q. Where _____?
6. He was married to Florence Balcombe.
7. Stoker wrote _____ novels. The most famous is *Dracula*.
Q. How many _____?
8. Stoker died when he was 64 years old.

First fill in the second gap in each exercise with the questions you are going to ask.

e.g. Where was Bram Stoker born?

Now ask your questions to your partner and fill in the first gap in each question.

Bram Stoker

1. Bram (Abraham) Stoker was born on November 8th, 1847.
2. He was born in _____.
Q: Where _____?
3. When he was a child his mother told him a lot of horror stories.
4. Stoker studied _____ at Trinity College, Dublin.
Q: What _____?
5. He moved to England in 1878.
6. He was married to _____.
Q: Who _____?
7. Stoker wrote eighteen novels. The most famous is *Dracula*.
8. Stoker died when he was _____ years old.
Q: How old _____?





DRACULA

7. PAIR WORK

Teaching notes

Time

20–30 minutes

Level

Medium

Skills Focus

Writing and speaking

Aim

To allow students to use a variety of question forms.

Notes

Separate the text into two parts. Give students part A or part B equally. Give the students ten minutes to work on the questions either individually or in groups. Then put students into pairs (one part A, one part B) and let them ask and answer the questions to complete the information.

Variation

To make the activity more difficult take away the question words given in the answer. To make the activity easier add extra words.

e.g. *Where Bram Stoker born?*

Answers

1. When was Bram (Abraham) Stoker born?
2. Where was he born?
3. What type of stories did his mother tell him when he was a child?
4. What did Stoker study at Trinity College, Dublin?
5. Where did he move to in 1878?
6. Who was he married to?
7. How many novels did Stoker write?
8. How old was Stoker when he died?

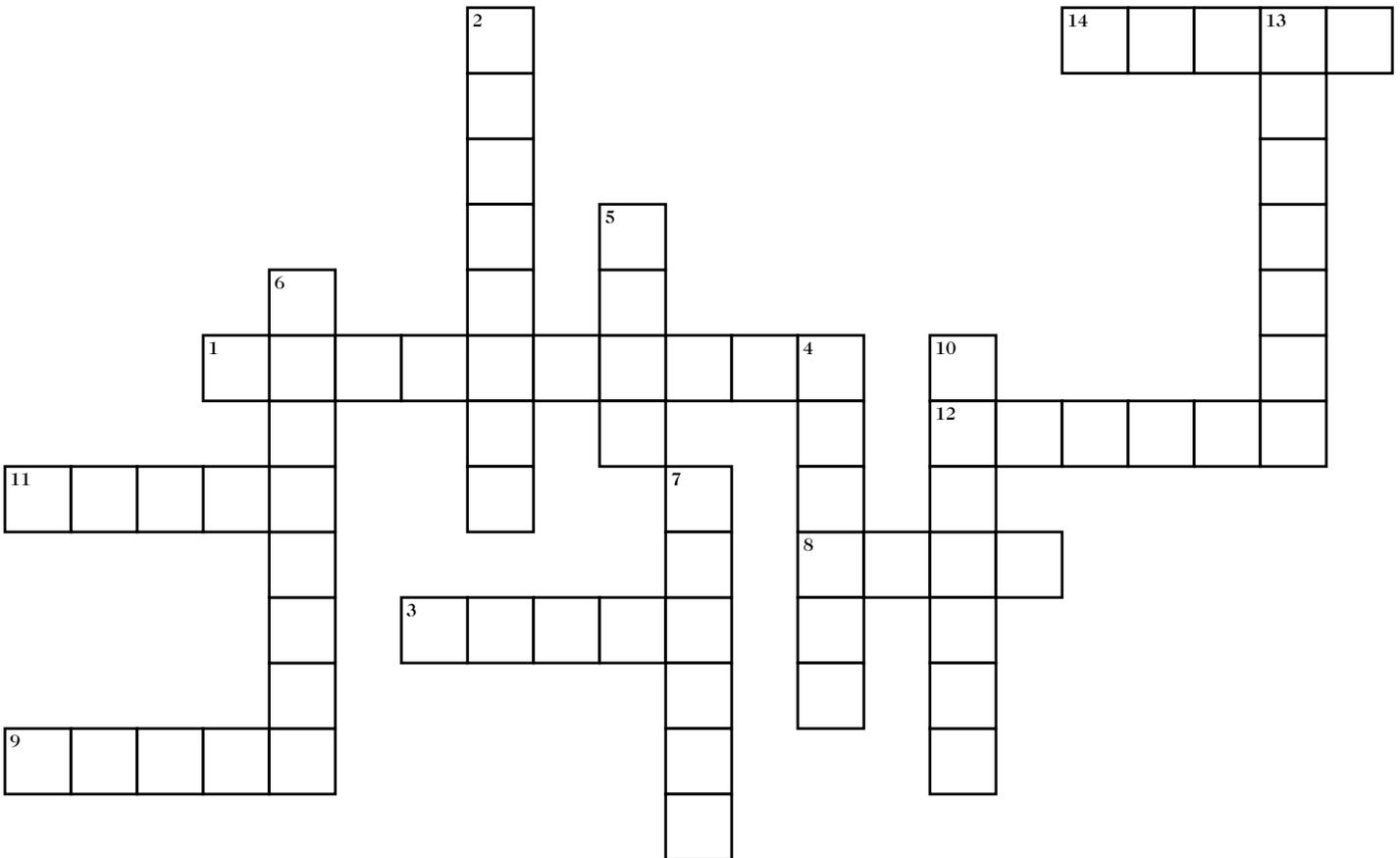




DRACULA

8. CROSSWORD

Fill in the answers in the crossword puzzle below. All the answers can be found in the vocabulary list from 'Dracula' or are characters from *Dracula*.



ACROSS

- 1. The scientist who hunts vampires (3, 7)
- 3. The tool you use to shave (5)
- 8. To touch with your tongue (4)
- 9. What is used to kill a vampire (5)
- 11. What Dracula drinks (5)
- 12. How you feel when you need to eat (6)
- 14. Dracula has very sharp ones (5)

DOWN

- 2. The place where you visit dead people (8)
- 4. A vegetable that Dracula doesn't like (6)
- 5. The time of day when the sun goes down (4)
- 6. Good-looking (8)
- 7. What you look at to see your reflection (6)
- 10. Surprised in a bad way (7)
- 13. How you feel when you need a drink (7)





DRACULA

8. CROSSWORD

Teaching notes

Time

20–30 minutes

Level

Medium

Skills Focus

Writing, vocabulary

Aim

To reinforce the vocabulary of the play and its meaning.

Notes

Give the students the list of vocabulary from the play to look at whilst doing the crossword. All the vocabulary needed can be found within the list. It is a good idea to do the crossword in pairs giving students a chance to discuss their ideas. Alternatively the crossword could be used as a homework activity.

Variation

The students could be split into two groups with one group given the answers to the 'across' clues and one group given the answers to the 'down' clues. The students should then individually or in groups write the clues to match their answers. When they are finished they pair up with someone from the other group to trade clues and then they complete the crossword.

Answers*Across*

1. Van Helsing
3. razor
8. lick
9. stake
11. blood
12. hungry
14. teeth

Down

2. cemetery
4. garlic
5. dusk
6. handsome
7. mirror
10. shocked
13. thirsty





9. SYNONYM AND ANTONYM WORDS

Read and listen to scene two of *Dracula*, then look at the words below and find the word in the text which is a synonym (word with the same meaning)(S) or an antonym (word with the opposite meaning)(A). Write your answers and the relevant sentences from the script in the spaces below.

1. reply (S) answer

Dracula: And I won't take no for an answer.

2. always (A) _____

3. unusual (S) _____

4. habits (S) _____

5. sensible (A) _____

6. interested (A) _____

7. intelligent (S) _____

8. cruel (A) _____

9. fortunate (S) _____

10. leave (A) _____





9. SYNONYM AND ANTONYM WORDS

Teaching notes

Time

20–30 minutes

Level

Medium

Skills Focus

Listening, reading (possibly speaking).

Aim

To increase vocabulary by not only learning the words used within the play but also to encourage students to think about new words related to them.

Suggested post activity

Ask the students to work with a partner to find five new words from the scene. They should then write the synonym/antonym of the word. Get students to swap words with another pair or present them on the board to the other students. This could be done as a game with students scoring points for correct answers.

Answers

1. reply(S) – answer.....Dracula: And I won't take no for an answer.
2. always (A) – neverJonathan: I never drink wine.
3. unusual (S) – strange.....Jonathan: What a strange journey.
4. habits (S) – customs.Dracula: Our customs are not your customs.
5. sensible (A) – silly.....Jonathan: How silly!
6. interested (A) – boredDracula: ...no matter how bored you are.
7. intelligent (S) – cleverJonathan: Mina is very clever.
8. cruel (A) – kindJonathan: Thank you Count, you are very kind.
9. fortunate (S) – luckyDracula: You are a very lucky man.
10. leave (A) – return.....Jonathan: I want to return soon.





10. TEXT COMPREHENSION - LISTENING 1

Read and listen to scene two of *Dracula*, then answer these questions with complete sentences. Try to give as much information as possible.

1. Where is Jonathan from and what is his job?

2. Why is he at Castle Dracula?

3. Why did Mina tell Jonathan to do business with Dracula?

4. How does Jonathan describe London?

5. How does Jonathan describe Dracula's new house?

6. Why does Dracula think the house will be perfect?

7. What is Dracula's opinion of Mina when he sees her photo?

8. Why does Dracula want Jonathan to stay in Transylvania for one month?

9. Who enters Jonathan's room on his first night in the castle?

10. Why does Jonathan suspect that Dracula has gone to London to find Mina?





10. TEXT COMPREHENSION - LISTENING 1

Teaching notes

Time

20–30 minutes

Level

Medium

Skills Focus

Listening, reading (possibly speaking).

Aim

To test the students understanding of the scene and the complexities of what is happening within it.

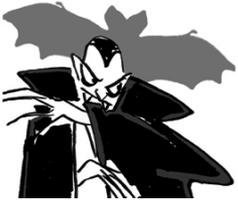
Notes

This activity could be done individually as a simple written comprehension activity or in pairs with students discussing the answer. Encourage students to give as much information as possible to support their answer.

Answers

1. He is from London and he is a lawyer.
2. He has taken documents for Dracula to sign.
3. She told him to do business with Dracula because he is rich.
4. He describes London as
5. He describes his house as
6. He thinks it will be perfect because
7. He thinks Mina is
8. He wants Jonathan to stay for one month because
9. Two vampires enter his room.
10. He suspects because Dracula has taken Mina's photo and locked him in his room.





11. TRUE OR FALSE - LISTENING 2

Read and listen to scene two of *Dracula*, then decide if the sentences are true or false. If you think a sentence is false write the correct version.

1. Jonathan Harker arrives at Castle Dracula on 30th October, 1842. T F

2. Jonathan is a lawyer and lives in Manchester, England. T F

3. Mina is Jonathan's girlfriend. T F

4. Jonathan has some papers for Dracula to sign. T F

5. Jonathan is very hungry because he didn't eat on the journey. T F

6. Jonathan says he often drinks wine. T F

7. Dracula's new house in England is next to a cemetery and it is very old. T F

8. Dracula thinks he won't like his new house. T F

9. Dracula wants Jonathan to stay in Transylvania for two months. T F

10. Jonathan is very worried when he realises that Dracula has taken his photo of Mina. T F





11. TRUE OR FALSE - LISTENING 2

Teaching notes

Time

20 minutes

Level

Medium

Skills Focus

Reading, writing (possibly speaking).

Aim

To test the student's comprehension of a scene of the play.

Notes

This could be used as an opportunity for the students to work in pairs to discuss the correct answers. The answers could then be presented on the board and the answers discussed and corrected as a group.

Suggested post activity

Ask the students to look at a different scene in the play and in pairs or small groups to come up with five true or false questions. Then each group should pass their sentences to another group to answer. Answers could be marked as a whole class board activity.

Answers

1. True.
2. False. He lives in London.
3. True.
4. True.
5. False. He ate dinner on the train.
6. False. He never drinks wine.
7. True.
8. False. He thinks he will like his house.
9. False. He wants Jonathan to stay for one month.
10. True.

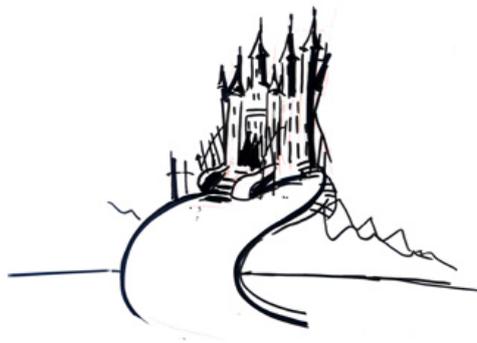




12. HOMOPHONES

Look at the words and read and listen to scene two of the play to find the word in the text which has the same sound. Write your answers and the relevant sentences from the script.

- 1. no know Jonathan: Oh no!
- 2. _____ missed _____
- 3. _____ wood _____
- 4. _____ four _____
- 5. _____ knew _____
- 6. _____ knight _____
- 7. _____ reign _____
- 8. _____ right _____
- 9. _____ weight _____
- 10. _____ sum _____





12. HOMOPHONES

Teaching notes

Time

15–20 minutes

Level

Easy

Skills Focus

Reading, listening and spelling.

Aim

To familiarise the students with the sound of words and to encourage them to use the context of the text to work out the meaning of the word.

Notes

This activity could be done individually as a simple vocabulary exercise or in pairs with students discussing the answer.

Suggested post activity

Ask the students (individually or in pairs) to choose five more words from the list of homophones and write their own sentences. Then let them take turns to present them on the board for their class-mates to solve. This could be made into a game with points!

Answers

- 1. know = no J: Oh no!
- 2. missed = mist D: I like the rain and the mist and the fog and the dark.
- 3. wood = would D: Would you like some dinner?
- 4. four = for D: Now, I have to go away for a few days.
- 5. knew = new D: Tell me about my new house.
- 6. knight = night D: Do not leave this room at night.
- 7. reign = rain D: I like the rain and the mist and the fog and the dark.
- 8. right = write D: Now write!
- 9. weight = wait D: Mina can wait!
- 10. sum = some D: Put some kisses at the bottom.





DRACULA

13. WORD SEARCH

Find the words from the vocabulary list or character name in the wordsearch below.

business	dawn	fog	handsome	help	juice	kiss
Mina	mirror	neck	shave	vampire		

B	V	A	M	P	I	R	E
U	E	H	K	A	N	I	M
S	I	C	E	E	L	I	O
I	E	H	V	L	R	E	S
N	W	A	D	R	P	C	D
E	H	G	O	F	S	I	N
S	E	R	A	N	M	U	A
S	S	I	K	R	A	J	H





DRACULA

13. WORD SEARCH

Teaching notes

Time

15 minutes

Level

Easy

Skills Focus

Vocabulary

Aim

To reinforce vocabulary from the play.

Notes

Present the vocabulary on the board before the students do the word search and discuss the meaning of the words. The word search is a fun way to start or end a lesson.

Answers

B	V	A	M	P	I	R	E
U	E	H	K	A	N	I	M
S	I	C	E	E	L	I	O
I	E	H	V	L	R	E	S
N	W	A	D	R	P	C	D
E	H	G	O	F	S	I	N
S	E	R	A	N	M	U	A
S	S	I	K	R	A	J	H





14. SONG 1 - "DRACULA THE VAMPIRE"

Listen to the song and try to fill in the missing words.

Verse 1 Let me tell you about a man I _____ .
 He's very _____, we all think so
 He drinks your _____, makes you feel good
 You're going to meet him in this _____ .

Chorus Dracula, whoa,
 Dracula, the vampire.
 Dracula, whoa,
 Dracula, the vampire.
 (Repeat verse 1)

Verse 2 Jonathan is our _____ today
 He _____ Mina, well that's what they say
 She gets bitten, here on the _____
 Van Helsing helps _____, no sweat
 (Repeat chorus)

Verse 3 Don't look in the _____
 You _____ see him there
 If you _____ him garlic
 He'll probably swear!
 (repeat verses 1, 2 and 3 and chorus)



Now find the correct words from the song.

1. Find a part of the body. _____
2. Find the word which means *the area you live in*. _____
3. Find the synonym for *perspire*. _____
4. Find the homophone for *hear*. _____
5. Find the synonym for *good-looking*. _____





14. SONG 1 - "DRACULA THE VAMPIRE"

Teaching notes

Time

20–30 minutes

Level

Medium

Skills Focus

Vocabulary

Aim

To increase vocabulary by becoming familiar with the words to the songs in the play. Also to heighten the enjoyment of the students when they listen to the songs during the play.

Notes

Give the students a chance to read through the song and predict what they think the missing words will be before they listen to the music. They can do this either individually or in pairs. Then let them listen to the song at least twice to fill in the gaps. Check the answers together and when everyone has the correct answer the second part of the activity can be done individually, in pairs or as a whole group activity.

Answers

Let me tell you about a man I **know**
He's very **handsome**, we all think so
He drinks your **blood**, makes you feel good
You're going to meet him in this **neighbourhood**

Jonathan is our **hero** today
He **loves** Mina, well that's what they say
She gets bitten, here on the **neck**
Van Helsing helps **them**, no sweat

Don't look in the **mirror**
You **won't** see him there
If you **give** him garlic
He'll probably swear!

1. Find a part of the body.**neck**
2. Find the word which means *the area you live in*.**neighbourhood**
3. Find the synonym for *perspire*.**sweat**
4. Find the homophone for *hear*. **here**
5. Find the synonym for *good-looking*.**handsome**





15. SONG 2 - "THINK IT OVER"

Listen to the song and try to fill in the missing words. Some words are repeated more than once.

Mina: I don't know _____ you are, where you live or what you do
 I'm attracted to you, but I don't know if I _____ love you

Think it over; you could _____ so good to me
 Think it over, now your _____ belongs to me, belongs to me

Drac: I've been _____ for you, now I've found you I won't let you go
 I've been _____ for you, now I've got you and I love you so

Think it over; you could _____ so good to me
 Think it over, now your _____ belongs to me, belongs to me

I've been _____ so hard, hoping one day to win your heart
 I've been _____ so much, now it's time to feel your soft touch

I've been _____ for you, I've been _____ for you
 I've been _____ for you, I've been _____ for you
 I've been _____ so hard, I've been _____ so hard
 I've been _____ so much.

Think it over, now your _____ belongs to me, belongs to me.

Now find the correct word from the song.

1. Find the past participle of *find*. _____
2. Find the verb which shows possession. _____
3. Find the homophone for *wear*. _____
4. Find the antonym for *hard*. _____
5. Find the synonym for *at this moment*. _____





15. SONG 2 - "THINK IT OVER"

Teaching notes

Time

20–30 minutes

Level

Medium

Skills Focus

Vocabulary

Aim

To increase vocabulary by becoming familiar with the words to the songs in the play. Also to heighten the enjoyment of the students when they listen to the songs during the play.

Notes

Give the students a chance to read through the song and predict what they think the missing words will be before they listen to the music. They can do this either individually or in pairs. Then let them listen to the song at least twice to fill in the gaps. Check the answers together and when everyone has the correct answer the second part of the activity can be done individually, in pairs or as a whole group activity.

Answer key

Mina: I don't know **who** you are, where you live or what you do
I'm attracted to you, but I don't know if I **could** love you

Think it over; you could **be** so good to me
Think it over, now your **heart** belongs to me, belongs to me

Drac: I've been **waiting** for you, now I've found you I won't let you go
I've been **hoping** for you, now I've got you and I love you so

Think it over; you could **be** so good to me
Think it over, now your **heart** belongs to me, belongs to me

I've been **trying** so hard, hoping one day to win your heart
I've been **loving** so much, now it's time to feel your soft touch

I've been **waiting** for you, I've been **waiting** for you
I've been **hoping** for you, **hoping** I've been for you
I've been **trying** so hard, I've **been** trying so hard
I've been **loving** so much.

Think it over, now your **heart** belongs to me, belongs to me.

1. Find the past participle of *find*.
found
2. Find the verb which shows possession.
belongs
3. Find the homophone for *wear*.
where
4. Find the antonym for *hard*.
soft
5. Find the synonym for *at this moment*.
now





DRACULA

16. THE QUESTION GAME

Choose an answer and then create a question.

Points	Characters	Times and Places	General
10	Dracula	In London	Blood
20	Jonathan	In Transylvania	A photo of Mina
30	Van Helsing	On October 30th, 1842	Supernatural creatures
40	Prince Vlad	For a month	Blood-red strawberry juice

16. THE QUESTION GAME

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DRACULA

16. THE QUESTION GAME

Teaching notes

Time

50–60 minutes

Level

Medium

Skills Focus

Speaking

Aim

To allow students to practise a variety of question forms.

Notes

This is a fun activity based on the game Jeopardy. At the beginning of the class draw the grid with answers on the white/blackboard. Separate the class into groups of five or six and tell them to look at the answers. Give the groups 10 – 15 minutes to prepare questions for the answers. Each team then takes turns to choose an answer. The question they give must be factually and grammatically correct to win the points. There may be a variety of correct answers, e.g. the answer *Mina* could produce

Who is Jonathan's girlfriend?

or

Who does Dracula meet in London?

or

Who is very clever?

When a correct answer is given it should be crossed off the board.

Answer key

Possible questions:

Dracula:	Who does Jonathan go to Transylvania to see?
Jonathan:	Who goes to Transylvania with Documents for Count Dracula to sign?
Van Helsing:	Who is an expert on supernatural creatures?
Prince Vlad:	What name does Dracula give himself when he meets Mina?
In London:	Where does Jonathan come from?
In Transylvania:	Where is Dracula's castle
On October 30th, 1842:	When does Jonathan go to Transylvania?
For a month:	How long does Dracula want Jonathan to stay for?
Blood:	What do vampires drink?
A photo of Mina:	What does Dracula steal from Jonathan?
Supernatural creatures:	What is Van Helsing an expert on?
Blood-red strawberry juice:	What does Dracula tell Mina the drink he gives her is?



This activity is designed to be used in conjunction with a performance of IPA Productions' *Dracula*. For more information, visit www.ipaproductions.com.



DRACULA

17. PERFORM THE PLAY

Put yourselves into groups of four and practise a section of scene six of 'Dracula' together. Before you begin to rehearse think about:

- * What the different characters are like and their attitude to other people.
- * The voices of the characters and how they talk to other people.
- * The physicality of the characters – do they move slowly or quickly, fluidly or with difficulty.
- * The clothes of the characters – what type of clothes would they wear.
- * The rhythms of how they speak – quickly or slowly, thoughtfully or without thinking.

Now rehearse the scene. When you are prepared take turns to perform your version to your classmates!

Scene 6: Dracula's Castle

Dracula: Welcome to my home, dear Mina. This castle is a thousand years old.

Mina: Yes, it looks very old, but it's gorgeous, just like you!

Dracula: Yes, well, are you thirsty after our journey?

Mina: Yes, I'm thirsty and hungry and tired, but I love you!

Dracula: Wait one moment my darling, first you must drink. *(Gives her a glass of blood.)*

Mina: Oh, thank you. *(She drinks)* Mmmmm! It's delicious! What is it?

Dracula: Blood-red strawberry juice.

Mina: Mmmm! Is there any more?

Dracula: Well, yes, but you'll have to wait until later. Now I want to show you my Spotify playlist.

Mina: Oh great! I love music especially Beyonce. What have you got?

Dracula: Well, I've got this...*(heavy rock)*...or I've got this *(heavy rock)*...or I've got this *(heavy rock)*...

Mina: Have you only got heavy metal songs? They're not very romantic.

Dracula: Romantic

Mina: Don't worry I've got a great playlist. Let's go and listen to it in the bedroom and we can drink some more of that lovely stuff. *(They exit and Jonathan and Van Helsing enter.)*

Jonathan: Aaah! This is it doctor, we're here, Dracula's castle. Be very careful. Those horrible vampires could be anywhere.

VH: Don't worry Jonathan! I like dangerous situations. I remember back in 1822...

Jonathan: In 1822?





DRACULA

VH: Yes, 1822, when I was chasing a werewolf-

Jonathan: A werewolf?

VH: Yes, a werewolf, *el hombre lobo*. The werewolf attacked me when...

Jonathan: Attacked you!

VH: Yes, attacked me and don't interrupt me again! It attacked me and I jumped into action.

Jonathan: What did you do?

VH: There are many ways to kill the beasts of the night, werewolves or vampires. A stake through the heart, garlic, crucifixes, by cutting off his head. But if Mina has already drunk his blood we are lost. She too will become a vampire and then there is no hope.

(Enter Mina and Dracula.)

Jonathan: Mina!

Mina: Jonathan!

VH: Count Dracula!

Dracula: Dr Van Helsing!

Jonathan: Count Dracula!

Mina: Dr Van Helsing!

Dracula: Jonathan!

VH: M-M-M-Mina! Well, now that we all know each other's names, we can continue. Unhand that girl, Count and give her back to her boyfriend!

Dracula: It is too late Doctor, she is mine.

Jonathan: No, Mina! Have you drunk his blood?

Mina: His blood! Don't be ridiculous! Why would I drink his blood?

Jonathan: Then what is that?

Mina: It's just strawberry juice and it's lovely. Here taste some, Jonathan.

Jonathan: Oh, OK. *(He drinks.)*

VH: No, Jonathan, no!

Jonathan: Mmm! It's lovely.

Dracula: You see Doctor; everyone likes my blood-red, strawberry juice. Try some yourself.

VH: No, never.





DRACULA

17. PERFORM THE PLAY

Teaching notes

Time

20–30 minutes

Level

Difficult

Skills Focus

Speaking

Aim

To let the students involve themselves in the play by thinking about, discussing and performing a scene from *Dracula*.

Notes

With lower level students it is advisable to listen to scene six with the script before starting the activity.

Extension activity

If the students are interested in the idea of acting out the scene, why not let them learn the words as homework and then make a performance day in the next class. Also if enthusiastic, different groups of students could study different scenes to recreate the whole play!





18. BUZZ WORDS

To play this game you must divide into two groups. One person from the groups has one minute to explain what the word at the top of the card is. This must be done without saying the two buzz words written below. If the group guess the word they receive a point and it is the other's team's turn with the next card. If time runs out or a mistake is made no point is scored. There should be a neutral referee (maybe the teacher) who checks that the buzz words are not used.

VAMPIRE Dracula	BLOOD Red	HOUSE Live
CEMETERY Dead	LONDON England	WEREWOLF Moon
DIARY Write	RAIN Weather	MUSIC Playlist
WINE Alcohol	MIRROR Reflection	GARLIC Eat





DRACULA

18. BUZZ WORDS

Teaching notes

Time

10–60 minutes

Level

Medium

Skills Focus

Speaking

Aim

To practise the vocabulary of the play by using words of a similar meaning.

Notes

With lower level students it is advisable to listen to scene six with the script before starting the activity.

Variation

For higher level students, make the game more difficult by adding another word to the list students mustn't use. For lower level Students take the buzz word away and let them use any means possible (any vocabulary, gestures etc.) to help the students guess the word.





DRACULA

19. QUESTIONS AFTER THE PLAY

Discuss the following questions with your class-mates.

1. Why does Jonathan go to Transylvania?
2. Who encourages him and why?
3. Why does Dracula make Jonathan stay in Transylvania for a month?
4. How does Mina guess that the letter she receives wasn't written by Jonathan.
5. Why do you think Mina falls in love with Dracula?
6. What does a vampire look like according to Van Helsing?
7. Do you believe in the supernatural?
8. Why do you think stories about supernatural monsters are still popular nowadays?
9. Do you have a favourite horror story/character/film? What is it and why do you like it?
10. Vampires are immortal creatures. Would you want to be immortal? What would the pros and cons of living forever be?





DRACULA

19. QUESTIONS AFTER THE PLAY

Teaching notes

Time

30–40 minutes

Level

Medium

Skills Focus

Speaking (possibly writing)

Aim

To test the students understanding of the play and to give them an opportunity to express their opinions about it.

Notes

This could also be done as a writing activity for students to do individually or in small group. It would also work well as a writing assignment for homework.

Variation

Students could work in pairs or individually on one or two of the questions. The students then give a short oral presentation to rest of the class.





20. WRITING A REVIEW

These questions are designed to help you write a review of *Dracula*. You don't need to answer all of these questions but the answers will help you to write your review.

“What” questions

What is the play about?
What genre or classification does it fit?
What is the tone?

“Who” questions

Who wrote it?
Who are the main characters?

“When” and “Where” questions

When does the action take place?
Where does the action take place?

Evaluation questions

Did I like it in general? Why?
When does the action take place? Did I agree with the main purpose/theme? Why/why not?
What specifically did I like or dislike? Why?
How could it be improved?

In writing your review remember that you are trying to be persuasive. Plan your review and organize it in this way:

Introduction

Give the title and author and summarize the plot. Offer your general impression of the play.

Paragraph 2

How did the actors portray the main characters? Did they fulfil your expectations? Which performance was the most memorable?

Paragraph 3

Describe a memorable scene and say how it made you feel.

Conclusion

Give your concluding comments and tell the reader why (or why not) to see the play.





DRACULA

20. WRITING A REVIEW

Teaching notes

Time

40–60 minutes

Level

Difficult

Skills Focus

Writing

Aim

To write a review of the play.

Notes

The activity should be presented on the board for an open class discussion or discussed in pairs or small groups. The student can then individually write the review. The review could be written as homework.

Suggested post activity

Ask the students to read their reviews to the class. Are they mostly positive or negative? Ask them to write another review using the guide below. Tell the students to write a review of a film/play/book they loved or one they hated.





DRACULA

VOCABULARY

Look at this list of vocabulary that is used in the play. Try to learn the words as they will help you to understand the play more easily.

advice	great	reflection
bat	guide	return
bite	handsome	rude
blood	help	shave
building	hips	shocked
burn	hope	shower
business	hungry	sign
cape	journey	slim
cemetery	juice	stake
congratulations	jump	step
crazy	kidnap	strange
crucifix	kind	taste
customs	kiss	teeth
danger	knees	think
dawn	lawyer	thirsty
dead	lick	trance
don't worry	look after	trip
doubt	lucky	try
dusk	marry	upset
escape	mirror	vampire
exhausted	mist	wait
fog	neck	wine
foreigner	neighbourhood	worried
freshen up	offend	
garlic	razor	

